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ABSTRACT

This faculty handbook was the result of efforts to redefine the role and mission of the Bronx Community College of the City University of New York Counseling Center and to delineate the most effective delivery of services to students. Part 1 sets forth the philosophy, vision, objectives, expected outcomes, and competencies students should develop by working with counselors. The counseling service works collaboratively with the Department of Student Development to offer academic, career, and personal counseling. Part 2 provides the governance structure for the counseling faculty. It describes the counseling service's relationship to the college; the functions and roles of the counseling service; issues of training; a code of ethics; confidentiality; and record keeping. Appendix 1 is the Core Counseling Functions Survey and Appendix 2 is Governance Structure Survey. (JDM)

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DEPARTMENT OF STUDENT DEVELOPMENT

COUNSELING FACULTY HANDBOOK

EMILIO SANTA RITA
BRENDA SCRANTON

BRONX COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
2001

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This *Counseling Faculty Handbook* was made possible through a series of initiatives undertaken by VP Brenda Scranton. Through two preliminary and intense group discussion meetings, VP Scranton provided the support, encouragement and follow-through that helped us through the difficult process of re-defining our roles and our mission and delineating the structure for the most effective delivery of services to students.

We thank Dr. Emilio Santa Rita for sharing his prodigious writing talents. He wrote the broad templates from which the items for two survey questionnaires were drawn. He also wrote the final draft of this *Handbook*.

Utilizing the *Delphi* method of validating items, the counselors were given several opportunities to prioritize items and, by consensus, draw up the final contents of the *Handbook*. We thank the counselors for taking the time and effort to participate in the surveys and thus make this *Handbook* truly their *own*.

Part I of the *Counseling Faculty Handbook* sets forth the philosophy, the vision, the objectives and expected outcomes and competencies that students should develop by working with counselors. *Part II* of the *Handbook* provides the governance structure for the counseling faculty at Bronx Community College.

NELSON REYNOSO
Director of Counseling

PART I. PHILOSOPHY, VISION, MISSION STATEMENTS, GOALS, OBJECTIVES AND COMPETENCIES

1. 1 PHILOSOPHY

- All persons have worth and dignity, an urge towards self-actualization, and the basic right to have access to resources which facilitate the achievement of their maximum potential.

- Counseling, therefore, involves the process of accepting students where they are, *developmentally,* at the moment; helping them become aware of their potential, providing them with assistance in bridging the gap from where they are to where they need to be.

- Counseling helps students identify and eliminate barriers that hamper and restrict their growth; and provides experiences that foster positive growth and development.

- Counseling helps individuals develop, to their maximum capacity, technical excellence, occupational proficiency, and academic ability. Counseling also fosters personal enrichment.

- Counseling helps students learn to think independently, value logical and tested conclusions, develop problem solving abilities, and function effectively with other people.

- We value and celebrate diversity of cultures and interests. Counseling helps create a learning milieu in which diverse groups of students feel free to challenge stereotyped beliefs, ask questions, and experience acceptance.

- Counseling promotes the self-identity of students based on the qualities of flexibility, creativity, openness to experience, and responsibility.

- We believe that positive change can be facilitated. Positive change involves moving to higher levels of moral, ethical, spiritual, intellectual, physical, and interpersonal development. Working for positive change is a major function of our profession.

- To prosper in a complex and changing society, our students, we believe, have a right to participate in the *Information Age* revolution and to have access to computer technology as a learning tool in their pursuit of education.

1.2. VISION

- Together, with academic faculty, we will explore *teaching* methodologies that accommodate the learning and coping styles of *ESL* students.

- Together, with academic faculty, we will explore *teaching* methodologies that accommodate the learning and coping styles of students with disabilities.

- Together, with academic faculty, we will, through computer-assisted academic advisement, help students with *developmental advising*, i.e. that takes into account the academic, the career, and the personal concerns of students.

- Through block-programming of courses or through some form of linkages, we will offer, in tandem with the content courses offered by academic faculty, a group experience in an OCD class for High-Risk, entering freshmen which will help them persist in college.

- Through a paired arrangement of courses, we will conduct, in tandem with a content course offered by academic faculty, a group experience in an OCD class that will help probationary students regain their regular matriculant status and thus avoid academic suspension.

- Together, with academic faculty, we will share professional development seminars to explore *alternative teaching roles* that enhance student learning through peer interaction, that integrate *computer technology* into the student learning process, that harness the *group process* which, in turn, transforms the students in the classroom into a *community of cooperative learners*.

1.3. MISSION STATEMENT

The BCC Counseling Service of the Department of Student Development works collaboratively with students to foster their *development* as whole and resilient persons. This developmental process involves supporting students in three primary areas:

1. *Academic Counseling* - provides and maintains support services and programs that will assist students in achieving their educational goals.

2. *Career Counseling* - provides and maintains career/life-planning programs that will assist students in developing career goals.

3. *Personal and Social Counseling* - provides and maintains personal/intervention services that will assist students to overcome obstacles and cope with the complexities inherent in the college experience.

We are advocates for the student community and for the exposure of students to the richness of cultural diversity. We provide co-curricular education and support services; we solicit and encourage faculty involvement in co-curricular activities; and, are committed to the recruitment and retention of students and to the development of a responsive, caring and learning community that is sensitive to individual needs and concerns.

Our programs and services are designed to provide opportunities for students to reach their intellectual, social, and spiritual potential. In the pursuit of developing the whole person, we encourage students to further develop their personal values and ethical principles. The BCC Counseling Service of the Department of Student Development provides challenging opportunities for leadership, encourages involvement in activities, and promotes commitment and a strong sense of pride and spirit at Bronx Community College.

1.4. BCC COUNSELING STUDENT DEVELOPMENT GOALS, OBJECTIVES AND COMPETENCIES IN THREE DOMAINS

1.4.1. Educational Domain

GOAL: All students in Bronx Community College will acquire and demonstrate competencies in developing an educational program that fulfills their individual learning style, goals, and objectives and provides skills in dealing constructively with and contributing to society.

OBJECTIVES:

- Teach an OCD-01 course that follows a syllabus based on a proven-and research-based retention model (e.g. Noel-Levitz): *How to Ask for Help, How to Study, How to Get Help from Instructors, How to Avoid Probation & Suspension* and *Career Planning*

- Create an *on-line* OCD-01 course for distance learning of students who cannot physically attend the class sessions.

- Provide entering freshmen and special program students with *developmental* and *holistic* Academic Advising based on accurate and current requirements of various curricula and that takes into account the educational, career, and personal concerns of the student.

- Assist students in *transitioning* to senior colleges by adhering carefully to *articulation* requirements and by offering such programs as transfer workshops, senior college representative visitations, and *college day* events.

- Monitor students who drop courses or withdraw from college so that we can provide individual counseling to those on academic probation and thus help these students avoid academic suspension.

- Through our *liaison* arrangements with academic faculty, offer a counseling component to the LTL-10 course required of probationary students.

- Supplement OCD-01 with *Gateway to Success* workshops and audio-video media in the *Learning Center* designed to help students improve their study habits, study skills, and time-management plans.

- Supplement OCD-01 with assignments to access the *Internet* and help students locate *websites* that will provide exercises on how to improve their study habits, study skills, and time-management plans.

OUTCOMES - STUDENT COMPETENCIES

A. Planning Skills

Each student will be able to:

- Access and attend an on-line OCD-01 course for distance-learning purposes.
- Develop and implement an *Individual Educational Plan (IEP)* that includes core courses, required courses, specialization courses, and elective courses of a declared major, consistent with the student's measured personality style orientations, interests, abilities, and values. The *IEP* should extend to five or six-semesters commensurate to the student's projected stay at BCC.
- Describe pre-requisites, co-requisites for core courses, required courses, specialization courses, and elective courses for each semester of registration in college.
- Evaluate current educational program to determine success in meeting educational goals bearing in mind that he or she can change his or her curriculum based on a review of his or her college work.
- Evaluate current program and use the computer program (**TPPS**) in reviewing the articulation requirements for transfer to senior college of choice.

B. Academic Coping Skills

Each student will be able to:

- Determine, by using the interactive computer ***SUCCESS*** programs, whether his or her current cumulative or degree GPA meets the standards required to avoid academic probation or academic suspension.
- Drop *officially* from courses if the grade(s) in question will jeopardize his or her academic status and lead to academic probation and/or academic suspension.
- Appeal for a change of grades if there is a justifiable reason and a show of grades improvement to warrant a favorable verdict.
- Ask counselors for individual help or enroll in LTL-10 course if he or she has placed himself or herself on academic probation and/or is in danger of academic suspension.

C. *Study Habits and Study Skills*

Each student will be able to:

- Prioritize demands/tasks between work and classes.
- Discuss organization of one's time and energy to get things done.
- Discuss how to prepare for different types of test.
- Attend the *Gateway to Success* workshops, use the audio-video resources in the *Learning Center or* access the Internet - to improve study habits, study skills, and time management.

1.4.2.Career/Occupational Domain

GOAL: All students in Bronx Community College will acquire and demonstrate competencies in planning and preparing for a career that relates to their career/occupational goals and objectives and to their assessed aptitudes, values, interests and personality style orientations.

OBJECTIVES:

- Teach OCD-11 course in which students will have an opportunity to learn career development competencies and to develop a CAREER PLAN.
- Create an *on-line* OCD-11 course for distance learning of students who cannot physically attend the class sessions.
- Provide a wider variety of tools, such as the *Internet* and other *on-line services* that can be used for career planning, assessment of skills, and career decisions.
- Offer seminars on job and job-seeking skills such as job search, resume writing, on-the -job skills, interviewing, etc.
- Provide labor market information for students, counselors, and faculty.
- Make available in the Career Center the labor market information by dedicating a computer on which to set up such data.
- Provide career information fairs, twice a year, where businesses are invited to share information about jobs in their companies.
- Establish an automated job matching system.

OUTCOMES - STUDENT COMPETENCIES:

A. ***Knowledge of Personal Characteristics:***

Each student will be able, preferably through the use of the *Internet,* to:

- Attend an *on-line* OCD-11 course for distance-learning purposes.
- Select and enroll in a curriculum that matches assessed career-related personality orientation, interests, abilities, and values.
- Develop and implement an *Success Management Portfolio* (*SMP*) that includes: Self-Assessment with regard to declared major, a Chart that demonstrates decision-making steps taken and Occupational Outlook Handbook sections that relate to the student's chosen occupation.

B. Knowledge of the World of Work

Each student will be able, preferably through the of the *Internet*, to:

- Identify occupations that relate to personality orientation, interests, abilities, and values.
- Identify the skills, knowledge, and training required for a chosen occupation.
- Identify school subjects that help develop skills, knowledge, and training needed in a specific job.
- Identify and describe various ways of entering the world of work.

C. Decision Making and Planning

Each student will be able, preferably through the use of the *Internet*, to:

- Explore a wide range of careers as these careers reflect personality orientation, interests, abilities, and values.
- Use planning and decision-making steps in reaching career goals.
- Make tentative occupational choices in terms of personality orientation, interests, abilities, and values.

D. Finding and *Keeping Employment*

Each student will be able, preferably through the use of the *Internet*, to:

- Demonstrate accurate resume completion.
- Demonstrate competence in correctly completing a work application.
- Demonstrate skills, attitudes, and behaviors important for a job interview.
- Demonstrate the ability to apply basic skills in a work setting.
- Demonstrate basic entry-level skills related to finding and keeping employment.
- Demonstrate responsible behavior appropriate for a particular work setting.

1.4.3.Personal and Social Domain

GOAL: All students in Bronx Community College will acquire and demonstrate competencies in resolving personal concerns that often limit full participation in academic life; competencies in coping with stress; competencies in developing strengths to meet future challenges and opportunities; and, competencies in building healthy relationships and interpersonal skills.

OBJECTIVES:

- Provide personal or group counseling services to students whose personal life issues interfere with their academic success.
- Implement a system that assists students in acute emotional distress, including an intervention plan for students in personal crisis who require immediate attention.
- Develop and enforce a clear policy for situations when a student is a potential danger to self or others.
- Take a leadership role in creating and participating in campus-wide crisis intervention teams.
- Maintain up-to-date information on community resources and agencies where students can be referred for appropriate services as needed.
- Use of on-line services for student's self-assessment and use of websites that provide exercises on how to cope with personal and social problems.

OUTCOMES - STUDENT COMPETENCIES:

A. Self-Knowledge

Each student will be able to:

- Identify his or her personal strengths, resourcefulness, initiative, and determination to succeed in college.
- Identify his or her *self-defeating* tendencies (if any) that get in the way of a successful college career.
- Identify the tendency to *blame others* instead of taking personal responsibility for one's conduct.
- Access the Internet to use self-assessment surveys.

B. Personal Coping Skills

Each student will be able to:

- Use alternative behaviors in dealing with stress and anger.
- Strike a balance between personal needs and needs of family and friends.
- Ask from counselors or psychological services professional help in dealing with personal or family problems.
- Enjoy constructive use of leisure time.
- Access the Internet to use exercises in personal coping skills.

C. Interpersonal Skills

Each student will be able to:

- Use courteous and respectful styles of communication with instructors and classmates.
- Engage in classroom behaviors that show responsibility and respect for classmates and instructors.
- Follow rules, accept direction, and take responsibility for one's conduct in class and outside of class.
- Use *assertive* and *negotiating* skills in resolving conflict with instructors and classmates.
- Access the Internet to use exercises in interpersonal skills.

PART II. BCC COUNSELING SERVICE'S GOVERNANCE STRUCTURE

2. 1. BCC Counseling Service's Relationship to the College Community

BCC Counseling Service is faced with a unique and complex set of professional and environmental demands. On the one hand, it is responsible for providing counseling services to students who encounter conflict within the college environment or who face personal difficulties that make the college experience a stressful one. On the other hand, it is involved in program development and consultation activities for the entire campus community.

The BCC administrative organizational schema places BCC Counseling Service as part of the Department of Student Development. As such, the BCC Counseling Service is a valuable component of the entire student affairs effort. For that to occur, it has developed networks of intrainstitutional and community relationships. BCC Counseling Service has developed close linkages with typical referral sources and with potential consumers of BCC Counseling Service consultations. In particular, there has been a close working relationship between the BCC Counseling Service and Campus Health Services, since BCC Counseling Service staff is often called upon to refer clients for medical concerns or hospitalization. BCC Counseling Service also has established and has maintained close working relationships with local community mental health services.

Within the campus community, the BCC Counseling Service is closely linked with career planning services, placement services, transfer service, tutoring (e.g., PASS reading and study skills programs, learning center), and specialized student services (e.g., handicapped students, international students, academically at-risk students, and veterans). BCC Counseling Service professionals work with other services and academic personnel whose goal is the promotion of psychological and emotional development. This has been accomplished by means of *liaison* affiliations with the academic departments of the College.

While the above comments have emphasized the importance of appropriate links between BCC Counseling Service and other campus units, it is equally important to emphasize that BCC Counseling Service provides a highly unique service on the college campus not typically offered by any other group. Specifically, BCC Counseling Service staff offers such services as crisis intervention, individual and group counseling, career development services, and consultation with the campus community about student characteristics and development. In addition, BCC Counseling Service often provides a needed perspective for campus administrative leaders, reflecting an appropriate balance between the administrative management of distressed students and a humanistic approach to dealing with such students.

2. 2. BCC Counseling Service Functions and Roles

The professional responsibilities of a BCC Counseling Service include the following:

- To provide the highest quality of individual and group counseling to students who may be experiencing ongoing or situational psychological or behavioral difficulties.

- To provide programming focused on the developmental needs of college students in order to maximize the potential of all students to benefit from the academic environment and experience.

- To provide consultative services to the college community (students, faculty, and staff) in order to make the environment as beneficial to the intellectual, emotional, and physical development of students as possible.

- To engage in research and evaluation activities in order to determine the efficacy of the services being offered.

- To integrate the training of new professionals within the provision and evaluation of BCC Counseling Service

2. 2. 1. *Developmental, Preventive, and Remedial Services.* BCC Counseling Service has three complimentary functions or roles in their interactions with students. Each of these functions is described briefly below.

2. 2. 2. *Developmental.* The function of the developmental role is to help students, both well adjusted and distressed, enhance their functioning and growth potential. The aim of developmental interventions is to help students benefit maximally from the academic environment. To do so, the BCC Counseling Service promotes student growth by encouraging positive and realistic self-appraisal, appropriate personal and occupational choices, the ability to relate meaningfully and mutually with others, and the capacity to engage in a personally satisfying and effective style of living.

2.2.3. *Preventive.* The function of the preventive role is to identify the skills presently needed by individuals or those that may be needed in the future and to provide a means for their acquisition.

2. 2. 4. *Remedial.* The function of the remedial role includes assisting students in overcoming current specific personal and educational problems and in remedying current academic skill deficiencies. The remedial role of BCC Counseling Service historically was its major reason for existing. BCC Counseling Service continues to actively provide individual and group counseling and crisis intervention. The remedial role emphasizes the recognition that some students do experience significant personal adjustment problems that require immediate professional attention.

2.2.5. *Specific Activities.* To effectively respond to the three related counseling functions noted above, BCC Counseling Service is engaged in the following more specific activities:

- Individual counseling in areas of personal, educational, vocational, marital, family, and social problems;

- Group counseling to help clients establish satisfying personal relationships and to become more effective in areas such as interpersonal processes, communication skills, decision making concerning personal and educational-vocational matters, and the establishment of personal values;

- Administration and use of psychological tests and other assessment techniques, when appropriate, to foster client self-understanding and decision making;

- Specific services to traditionally underserved populations such as ethnic and cultural minorities and nontraditional students;

- Outreach efforts to address developmental concerns of students who otherwise would be unlikely to request BCC Counseling Service;

- Full access to students with disabilities, which will allow them to enjoy the educational opportunities of Bronx Community College. Such services should include, but are not limited to: access ramps, taping of textbooks, assistive technology, scribes, readers and/or and alternative testing.

- Full and active use of referral resources within the institution and the local community.

2.3. Consultation Services. Consultation refers to a voluntary relationship between a professional helper and help-seeking individual, group, or campus unit in which the consultant provides help to the client(s) in defining and solving a work-related problem or potential problem with a client or client system.

- The BCC Counseling Service plays an active role in interpreting and, when appropriate, advocating the needs of students to administration, faculty, and staff of the institution. The BCC Counseling Service also interprets the college environment to students and produce interventions designed to either improve the quality of the environment or facilitate the development of a better person-environment interaction. This has been accomplished by serving on college committees, conducting research about students and their behavior, and disseminating research outcomes to the college community.

- Services such as consultation, supervision, or in-service professional development are appropriate services to provide on behalf of faculty members, administrators, and other student development workers. Similar services may be appropriately offered to staff and students who serve in a variety of paraprofessional capacities.

- Consultation regarding individual students as requested or needed with faculty and other campus offices is offered only in the context of preserving the student's confidential relationship with the BCC Counseling Service. It is not appropriate, however, for BCC Counseling Service to be solely responsible for administrative decisions about students. Consultations with parents, spouses, and public or private agencies that bear some responsibility for particular students may be provided while at the same time maintaining the confidentiality of the counseling relationship.

- It is desirable to provide procedures for the general assessment of student needs in all aspects of student-life planning. This consultative function must be carefully distinguished from individual assessment as it is used in the counseling process.

2.4. *Research.* An integral responsibility of the BCC Counseling Service is to conduct ongoing evaluation and accountability research to determine the effectiveness of its services and to improve these services. This includes studies such as those on counseling outcomes, methods, instruments, techniques, and procedures. BCC Counseling Service shall abide by the Ethical Standards established by the American Psychological Association for research with human subjects (APA, 1972) and with standards developed by university groups responsible for overseeing such research. Ultimate responsibility for the establishment and maintenance of accepted ethical practices shall reside with the individual researcher.

- Regular review of BCC Counseling Service, based on both obtained data and information gathered from other institutions, should be made.

- The BCC Counseling Service should contribute to studies of student characteristics and follow-up studies of student progress in various programs. These studies serve to help academic, administrative, and student units in the planning and developing of needed policies and programs.

- It is desirable that BCC Counseling Service be involved with students and faculty who wish to conduct individual research on student characteristics or on the influence of specific student development programs.

- The BCC Counseling Service shall make every effort to contribute to the fields of psychology and student personnel services by means of research and other scholarly endeavors.

2.5. *Training.* Training and supervision of students (paraprofessionals, practicum students, and interns) is an appropriate and desirable responsibility of BCC Counseling Service. While training students is a legitimate function, the BCC Counseling Service must always maintain the primary service function of the agency.

- Graduate trainees and paraprofessionals should be selected carefully and supervised closely and continually by experienced, qualified personnel.

- Cases assigned to trainees should be related to their present level of training and competency in a way that ensures quality services to students.

2.6. *Confidentiality*

Two issues pertain to counselors and confidentiality with students - the ethics of confidentiality in the professional role of counselor and confidentiality and legal implications. Statements made about confidentiality refer to students of legal age.

2.6.1. *The Ethics of Confidentiality-Three Levels*

a. Sharing Information Externally

At Bronx Community College the release of information about a student of legal age is governed by the Buckley Amendment, which requires the consent of the student prior to the release of any information. "Information" can include official college files such as transcripts or assessment results as well as counselor notes. The ethical principle involved is stated as follows: "Information arising out of a counseling contact is the joint property of the counselor or counseling agency and the client or client system. Therefore, it should not ordinarily be used in ways that may be objectionable to either" (Blocher, 1987, p. 26).

EXAMPLE: An agency may ask for the career testing results of a student, but a counselor cannot send those results to the agency without the written consent of the student.

b. *Sharing Information Internally*

There are occasions within the counseling process when the counselor may find it desirable, for the benefit of the student, to share certain information about the student with other members in the college community, such as instructors, other counselors, or administrators. The student may not understand the need to share information. The best way to avoid this problem is to explain very clearly in advance how the information will be handled with regard to other college personnel. The following principle governs this level of confidentially: "Clients should be informed in advance of the Counselor's Policy with regard to the sharing of information with relatives or other professionals when such sharing is judged to be in the client's best interest." (Blocher, 1987, p. 26)

EXAMPLE: A counselor may discuss a student with another counselor because they are both working with the student.

EXAMPLE: A counselor may discuss a student's financial situation with a staff member in the Financial Aid Office.

c . *Imminent Danger to Human Life*

Counselors provide students with an opportunity to share troubling experiences so the students can receive help. In this capacity counselors play an important social role and maintain the public trust through discharging duties that go along with the status of being a professional. At this level of confidentiality the counselor would not divulge the communication even if the counselor felt strongly it was in the student's beat interest to do so. The exception to this confidence is when there is a danger to human life.

The ethical principle involved is stated as follows; "When a counselor encourages a client to believe that a communication will be hold in full and complete confidence, the only ethical ground for breaking that confidence is danger to human life" (Blocher, 1987, p. 27).

EXAMPLE: A student reveals she has been raped but is unwilling to talk to the police. Ethically, the counselor does not reveal the information.

EXAMPLE: When a student discusses serious thoughts of suicide or of harming another person, the counselor must report this to the VP of Student Development.

2.6.2. Confidentiality and Legal Implications

a. Minors

When dealing with students who are considered minor children, the counselor should remember in most cases, custodial parents have legal and moral rights to information about their minor children. Such a right should not be taken lightly. Often young people would only reveal information to a counselor if they felt it would not be shared with their parents. Because a counselor is not allowed to keep confidences with a minor child and would have to reveal the information to the parents if it were requested, the counselor and student should discuss at length the nature of their work together.

b. Privileged communication

Counseling sessions with students are not protected as privileged communication in a court of law.

c. Subpoena

Unless Bronx Community College counselors are certified psychologists, the communications counselors receive from students (or other employees) are not privileged communications, i.e. not confidential. Therefore, Bronx Community College counselors can be subpoenaed for information they have received from a student or employee, as can notes they have kept from a counseling session.

2.7. *Recordkeeping*

Counselors have yet to recognize the importance of documentation because of the scarcity of this topic in the literature. Counselors who find themselves in the unfortunate position of defendants in civil suits are quickly introduced to the legal profession maxim: *work not written is work not done.* Thus, it is important for counselors to develop and understand guidelines that can assist them in their recordkeeping. The following input is designed to serve as a starting point in the formulation of a valid and effective recordkeeping process.

a. Reasons for Keeping Records

Counselors encounter varied and complex problems. Silver (1987) states, "Events in the real world of practice flow with such speed and captivating intensity that much of the thinking and planning in the course of action seems to be instinctive, intuitive or

natural." During these intense encounters the counselor must maintain his/her objectivity. Silver further adds that recordkeeping enables the counselor to:

- imprint case details in memory
- enforce a period of reflection
- expand the search for solutions
- maintain psychological distancing
- increase professional involvement
- induce the testing of assumptions
- promote colleague communication and joint problem solving

b. Characteristics of Adequate Records

According to Glass (1984), a properly written record contains clear and concise statements summarizing the counselors' contacts with their clients. Schutz (1982) provides a comprehensive list of the specific information a good record contains.

- written and signed informed consents for all treatment
- written and signed informed consents for all transmissions of confidential information
- treatment contracts, if used
- notes on all treatment contacts made, either in person or by telephone, including descriptions of significant events
- notes on all contacts or consultations with significant others, including correspondence, complete history, and symptom picture leading to diagnosis, with regular review and revision of the diagnosis; a record of all prescription and current drug use profile; a record of reasons for diagnosis and direction of treatment including any instructions, suggestions, or directives made to the client s/he failed to follow through on.

Since not all these characteristics would apply to the counselors' Recordkeeping, the following can serve as objective, brief and concise recordkeeping criteria:

- Student Data - name, student number, date, time and location
- Behavior Data - referred by, behavior observed, nature of problem/reason for visit
- Action plan - referral made to, what is the student going to do, number of contacts
- College Personnel Involvement - campus police, appropriate administrators, faculty.

c. When to Document

- if the student is of danger to themselves or others
- if the counselor refers the student to a community agency for serious behavioral disorder(s)
- if the student is referred to you by a faculty member
- if the student's behavior constitutes a violation of the student code of conduct or ethics code

d. *Where to Document*

- ❖ in your office immediately after the visit
- ❖ store it in a secured place (hard disk protected by counselor's user ID and personal password)
- ❖ records storage - Beis (1984) recommends retaining a record for at least 10 years because of the statute of limitations.

Recordkeeping is more than a defense strategy. It also helps ensure the delivery of quality care. According to Atthowe (1975), "Accountability in the mental help field is coming to mean that we verify (i.e. record) what we do and further, that we justify on paper why we did it". Greenlaw (1982) concludes, "it is essential for counselors to perceive documentation as a clinical responsibility and not a clerical chore."

2.8. The Counselor and the Student Code of Conduct/Ethics

Frequently counselors are asked by a student, faculty member or administrator for assistance in the procedures of the disciplinary or code of conduct process. It is extremely important for the counselors to determine what their role will be within the process, establish a framework of mutual expectations and effectively communicate with everyone involved.

Too often the student, faculty member or administrator expects the counselor to resolve the situation, shifting ownership of the problem to the counselor. If a counselor becomes involved with a student code of conduct issue, the following paragraphs allow the counselor to determine his/her role without owning the problem. The counselor and. the student must mutually decide if a consulting and/or counseling function is required or desired.

a. *Consulting Function*

A consulting function occurs when a counselor explains procedures, elicits cooperation between the parties involved, or identifies resources for facilitating the process. Thus, she or he becomes an interested third party, and does not assume responsibility for the outcome. The most commonly used model is triadic consultation in which the counselor works with a mediator (ombudsperson) and client (student or faculty member). A critical aspect of the triadic consultation is that the three roles are defined, accepted and maintained. A counselor should not be the mediator in code violations but should serve only as a consultant. The counselor is careful not to infringe on the relationship between mediator and client (taking sides in the matter). According to Blocher (1987) the consultant does not take over problems or solve them directly. Rather, the consultant offers time-limited and resource-limited assistance to others with their aspirations, concerns and problems.

b. *Counseling Function*

A counseling function occurs when the client and counselor identify the behavior (the code violation) and develop mutually agreed upon strategies and objectives for behavior change and resolution.

c. *Utilizing the Two Functions*

EXAMPLE: A student yelled at his/her instructor in class. The instructor issued a complaint against the student and the appropriate Dean has arranged a meeting between the instructor and the student to resolve the situation. Before the meeting the student makes an appointment with a counselor at which time the student tells his/her side of the incident.

Consulting Function - The counselor reviews the alleged violation and explains appropriate procedures. The counselor may provide the student with copies of any pertinent sections of the code and review college and community resources.

Counseling Function - The counselor and student identify the behavior (such as inappropriate displays of anger) the student wants to change and mutually agree upon strategies and objectives for facilitating the change.

A counselor may utilize a consulting role at the beginning of the code violations process, and be asked by the student for personal counseling services after the code violation process. The counselor is responsible for carefully explaining his/her role and limitations, as well as any possible conflicts of interest. Regardless of which function is chosen the counselor must not enter into a punitive role. She or he should be viewed as a supportive resource that facilitates various college processes and student behavior changes.

2.9. BCC Counseling Service Personnel

2.9.1. *Professional Staff.* The counseling function is performed by professionals from disciplines such as counseling and clinical psychology, counseling and personnel services, psychiatry, social work, and others with appropriate training and experience.

- While it is acknowledged that the BCC Counseling Service rely heavily on graduate level trainees for the delivery of counseling services, services provided by trainees must be appropriately supervised by professional staff members. Ultimate responsibility for the quality of services lies with the Director and professional staff.

- BCC Counseling Service professionals should have regular consultative assistance in the appropriate use of psychopharmacological substances.

- It is important that BCC Counseling Service take advantage of the services of specialists (e.g., occupation information specialists, attorneys, reading-learning specialists, and psychiatrists) for assistance with case management, program development, and evaluation.

2.9.2. *Status of Professional Staff within the College.* Professional staff members holding an appropriate terminal academic degree or its equivalent should be accorded all the responsibilities, rights, and privileges of other CUNY university faculty, including the opportunity to secure academic rank, tenure, and representation on university governing bodies. Sabbatical or educational leaves should be available to BCC Counseling Service staff members in the same way that such opportunities are available to other college personnel.

2.9.3. *Qualifications and Competencies: Director.* The director should have an earned doctorate in counseling psychology, clinical psychology, or other related discipline.

- Evidence of supervised counseling experience with college-age students must be documented. Such supervised experience may be either pre- or postdoctoral.
- It is highly desirable that the director has a minimum of 3 years experience as a staff member or administrator in a college counseling center.
- The director should have personal attributes that enable effective interaction with and regard by administrators, faculty, staff, students, and colleagues in the BCC Counseling Service.
- The director should hold or be eligible for state licensure or certification.

2.9.4. *Equivalency Criteria: Nondoctorate Directors.* For a doctoral equivalency waiver to be considered by the University and College Counseling Centers Board of Accreditation, nondoctorate directors must demonstrate that:

- They hold a master's degree in an appropriate field;
- They have an appropriate senior level administrator in the BCC Counseling Service who has a doctorate in a related discipline and who is directly involved in the delivery of BCC Counseling Service;
- They have had graduate level academic training dealing with appropriate professional issues (e.g., ethics, diagnostics and assessment, counseling interventions);
- They have been responsible for the major functioning of the center for an appropriate time period;
- They can provide evidence of involvement and commitment to educational and professional development.

2.9.5. *Duties: Director.*

- Overall administration and coordination of center and counseling activities. With the staff, the director develops and implements policies and philosophy of BCC Counseling Service operation.

- Coordination, recruitment, training, supervision, development, and evaluation of professional and support staff members.

- Preparation and administration of budget; submission of annual reports.

- Provision of counseling information and services to students, faculty, and the college community.

- Involvement in college policy formation and program development, particularly when understanding of reactions to stress situations and personal problems is important.

2.9.6. *Qualifications and Competencies: Professional Staff.* The minimal qualification for a professional staff member is a master's degree in a relevant discipline.

- Documentation of supervised experience at the graduate level in the counseling of college students must be provided.

- Professional staff must have had appropriate coursework and training in psychological assessment, theories of personality, abnormal psychology or psychopathology, human development, and learning theory.

- Professional staff must demonstrate knowledge of principles of program development, consultation-outreach, and development theory of the adolescent and adult.

- Professional staff should have personal attributes that facilitate effective interpersonal relations and enhance the ability to communicate with a wide range of students, faculty, and staff.

- In cases where part of a staff member's responsibility is the supervision of other professional staff members or of graduate student trainees, the staff member must hold the doctorate or have appropriate experience in the training of other professionals.

2.9.7. *Duties: Professional Staff.*

- Counseling and other professional service responsibilities (e.g., supervision, unit administration, assessment).

- Noncounseling functions assigned according to personal interest and agency policy and needs (e.g., teaching in academic departments, research, liaison with academic or administrative units, involvement in college program development).

- Consultants-specialists employed for specific programs should perform those duties at a level of responsibility commensurate with their training and capacity.

2.9.8. *Qualifications: Trainees and Paraprofessionals.* Professional trainees, such as interns and practicum students, as well as paraprofessional assistants, perform various functions in the BCC Counseling Service.

a. *Trainees.* Materials describing professional (graduate student) trainees should include: (1) Number of trainees at various levels of training. The term *intern* should be reserved for doctoral level trainees who work in the agency at least half-time; (2) Amount and content of training; (3) Supervisor(s) and amount of supervision: (a) number of hours per week in direct supervision, (b) type of supervision (e.g., individual, group), and (c) qualifications of the supervisors; (4) Scope of service functions performed.

b. *Paraprofessional Staff.* A description of any paraprofessional program shall include the following: (1) Number of paraprofessionals; (2) Amount and content of their training; (3) Supervisor(s) and amount of supervision; (4) Service functions performed.

2.9.9. *Support Staff.*

- Clerical and technical employees (including graduate assistants) should be employed and trained in sufficient numbers to free staff members for professional duties.

- Clerical employees who deal directly with students should be selected carefully, since they play an important role in the students' impressions of the BCC Counseling Service and often must make some preliminary decisions about student disposition.

2.10. *Related Guidelines.*
Guidelines for the professional functioning of a counselor in a college setting include: (1) *Professional Development*; (2) *Staffing Practices*; (3) *Size of Staff*; (4) *Workload*; and (5) *Compensation and Salaries.*

2.10.1. *Professional Development.*

- Staff members should hold membership in and participate in appropriate professional organizations.

- Staff members should have the budgetary support and opportunity, when feasible, to attend campus colloquia and seminars and local, regional, and national professional meetings.

- Staff members should be encouraged and supported in accepting leadership responsibilities within their respective local and national organizations.

- The BCC Counseling Service should maintain a continuous in-service training program, the chief feature of which is supervision and consultation. Junior staff members should have the opportunity for continuing supervision and consultation from more highly trained and experienced staff members. It is highly desirable

- that additional in-service training be provided for all staff members, including activities such as case presentations, research reports, discussion of issues, and so on.

- It is important that staff members be encouraged to participate in community activities related to their profession.

2.10.2. *Staffing Practices.* BCC Counseling Service' hiring policies should take into account past and present practices of discrimination when encountered. Clear affirmative action efforts should be established and maintained to rectify such practices, especially in the employment of "protected class" professionals.

2.10.3. *Size of Staff.* The size of a BCC Counseling Service is a critical factor in determining the ability of the staff to meet its objectives. In order to ensure adequate services, it is recommended that ratios for professional and support staff be established and reviewed frequently with regard to enrollment, service demands, published surveys, diversity of services offered, and other mental health and student services that may be available on the campus and in the community.

- The human resources that are necessary for the effective functioning of a BCC Counseling Service must depend to a large degree on the size, nature, and philosophy of the institution.

- While specific ratios for professional staff are primarily influenced by the characteristics of the individual institution and BCC Counseling Service and necessarily must reflect the mission and philosophy of Bronx Community College, it is expected that every effort will be made to reflect minimal reported student-staff ratios.

- Support and clerical staff should be adequate to assume responsibility for all receptionist and secretarial duties necessary for the effective functioning of the BCC Counseling Service.

- It is essential that there be a minimum of one full-time equivalent support staff member to cover receptionist and general secretarial-clerical functions.

2.10.4. *Workload.*

- In addition to providing direct services, it is important that time be allowed for preparation of interviews and reports, updating institutional information, research, faculty and staff contacts, staff meetings, training and supervision, personal and professional development, consultation, and walk-in and emergency counseling cases.

- Teaching, administration, research, and other such responsibilities are legitimate functions and should be so recognized in the determination of individual workloads.

2.10.5. *Compensation-Salaries.* Salaries should be established in relation to performance of duties, assumption of responsibility, and according to other standards identified by the institution. Salaries should be commensurate with those in effect for other professionals in similar settings within the geographical area.

2.11. *Physical Facilities.* It is desirable that BCC Counseling Service be centrally located and readily accessible to all students. It may be important for the BCC Counseling Service to be physically separate from college administrative offices, medical, police, and disciplinary units.

- Individual offices for professional staff should be provided. It is desirable for each office to have a telephone, intercommunication system, audio-recording equipment, and lockable storage facilities for client records and materials, as needed.

- In view of the advances in educational technology, it is desirable that BCC Counseling Service have access to equipment that is capable of providing modern technical (e.g., computers and software applications) approaches to research, record keeping, media presentation, and treatment.

- There should be a reception area that provides a comfortable and private waiting area for clients.

- The BCC Counseling Service should have a library area-reading room that includes professional journals and books, institutional catalogs, and occupation and career information for use by students and staff.

- An area suitable for individual and group testing procedures should be designated as a testing room.

- For BCC Counseling Service with training components, it is strongly recommended that they have adequate audio-visual recording facilities and, where possible, direct observation facilities.

2.12 *New Technologies*

- It is important that counseling faculty take advantage of new technologies in doing their jobs. Counseling is by nature an interpersonal activity rather than an interaction between human and machine. While computers will never replace the skills of a counseling professional, nevertheless, computers have the capacity to dramatically improve access and accuracy in the delivery of information. A counseling unit that does not take advantage of emerging technologies will eventually be unable to meet the needs or expectations of students. Therefore, counseling faculty need to take the initiative to develop technology use plans that add to the counseling relationship, rather than detract from it. Counseling faculty should neither simply resist nor blindly accept technology use plans imposed upon them.

- BCC's Counseling Unit should select only those technologies that enhance the delivery of services to students. Electronic access to student educational plans, articulation information, transcripts, petitions and the like should be encouraged.

- BCC's Counseling Unit should use technologies to enhance communication (e-mail) within the counseling department, as well as to the college and to the community.

- BCC's Counseling Unit should use technologies to document accurately and efficiently the student use of services.

- Counseling technology plans should be developed with significant input from users of the plans--counseling faculty and personnel, counseling administrators, and students--in addition to technology experts.

- Counseling technology plans should be closely integrated with college technology plans.

- There should be adequate technical support services for maintenance of current technologies and installation of new technologies.

- Policies and procedures to maximize technology use and access, while ensuring safety of records and appropriate confidentiality, should be developed and implemented.

- As programs begin to include greater use of technologies, adequate time and training for personnel to learn and maintain skills in using these technologies should be provided.

- Many of the new technologies give college information directly to students (e.g. web home pages, kiosks). To prevent confusion and misinformation, counseling faculty should be involved in ensuring that the information provided is accurate and up-to-date.

- All students should have access to counseling faculty when they need counseling, rather than mere information. Access to technology should not replace access to counseling.

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* Most of the references may be "dated" (i.e. in the 1980s) but were nevertheless cited because the referred sources are still considered minor "classics" in the particular area under discussion.

APPENDIX A

CORE COUNSELING FUNCTIONS SURVEY
Department of Student Development
Bronx Community College of
The City University of New York

The purpose of this survey is to get a consensus from current personnel as to what they consider *should be* the **Philosophy, Vision, Mission Statement, Goals, Objectives and Student Competencies** of the Department of Student Development at Bronx Community College. The outcome of the survey will be documented and incorporated into ***Counseling Faculty Handbook.***

Place checkmarks into the boxes, which precede each statement under each of the highlighted categories below, to indicate your choice. Please note that space is provided at the end of each section under each of the highlighted categories for you to make detailed comments or to write in additional statements.

We do not ask for your name. Your answers will be completely anonymous and therefore, remain confidential. **Please return the completed survey to *Nelson Reynoso, Loew Hall, and Room 419.***

NELSON REYNOSO
Director of Counseling

Philosophy

- All persons have worth and dignity, an urge towards self-actualization, and the basic right to have access to resources which facilitate the achievement of their maximum potential.

- Counseling, therefore, involves the process of accepting students where they are, *developmentally,* at the moment; helping them become aware of their potential, providing them with assistance in bridging the gap from where they are to where they need to be.

- Counseling helps students identify and eliminate barriers that hamper and restrict their growth; and provide experiences that foster positive growth and development.

- Counseling helps individuals develop, to their maximum capacity, technical excellence, occupational proficiency, and academic ability. Counseling also fosters personal enrichment.

- Counseling helps students learn to think independently, value logical and tested conclusions, develop problem solving abilities, and function effectively with other people.

- We value and celebrate diversity of cultures and interests. Counseling helps create a learning milieu in which diverse groups of students feel free to challenge themselves and their, take risks, and experience acceptance.

- Counseling promotes the self-identity of students based on the qualities of flexibility, creativity, openness to experience, and responsibility.

- We believe that positive change can be facilitated. Positive change involves moving to higher levels of moral, ethical, spiritual, intellectual, physical, and interpersonal development. Working for positive change is a major function of our profession.

- To prosper in a complex and changing society, our students, we believe, have a right to participate in the *Information Age* revolution and to have access to computer technology as a learning tool in their pursuit of education.

- **Add your own or modify any of the above *Philosophy* statements:**

VISION

- Together, with academic faculty, we will explore *teaching* methodologies that accommodate the learning and coping styles of *ESL* students.

- Together, with academic faculty, we will explore *teaching* methodologies that accommodate the learning and coping styles of students with disabilities.

- Together, with academic faculty, we will, through computer-assisted academic advisement, help students with *developmental advising*, i.e. that addresses the academic, the career, and the personal concerns of students.

- Through block-programming of courses or through some form of linkages, we will offer, in tandem with the content courses offered by academic faculty, a group experience in an OCD class for High-Risk, entering freshmen which will help them persist in college.

- Through a paired arrangement of courses, we will conduct, in tandem with a content course offered by academic faculty, a group experience in an OCD class that will help probationary students regain their regular matriculant status and thus avoid academic suspension.

- Together, with academic faculty, we will share professional development seminars to explore alternative *teaching* roles that enhance student learning through peer interaction and that integrate *computer* technology into the student learning process, that harness the group process which, in turn, transforms the students in the classroom into a community of cooperative learners.

- **Add your own or modify any of the above *Vision* statements:**

MISSION STATEMENT

The Department of Student Development works collaboratively with students to foster their *development* as whole and resilient persons. This developmental process involves supporting students in three primary areas:

- ❑ *Academic Counseling* - provides and maintains counseling support services and programs that will assist students in achieving their educational goals.

- ❑ *Career Counseling* - provides and maintains career/life planning programs that will assist students in developing career goals.

- ❑ *Personal and Social Counseling* - provides and maintains personal/intervention services that will assist students to overcome obstacles and cope with the complexities inherent in the college experience.

This mission statement directs cooperative and collegial efforts toward the creation of an environment conducive to learning. It is a learning environment that encourages critical thinking, the use of computer technology and the exposure of students to the richness of cultural diversity, thus enhancing the quality of students' lives.

- ❑ **Add your own or modify any of the above *Mission* statements:**

STUDENT DEVELOPMENT GOALS, OBJECTIVES AND COMPETENCIES IN THREE DOMAINS

Educational Domain

GOAL: All students in Bronx Community College will acquire and demonstrate competencies in developing an educational program that fulfills their individual learning style, goals, and objectives and provides skills in dealing constructively with and contributing to society.

OBJECTIVES:

- Teach an OCD-01 course that follows a syllabus based on a proven-and research-based retention model (e.g. Noel-Levitz): *How to Ask for Help, How to Study, How to Get Help from Instructors, How to Avoid Probation & Suspension* and *Career Planning.*

- Create an *on-line* OCD-01 course for distance learning of students who cannot physically attend the class sessions.

- Provide entering freshmen and special program students with *developmental* and *holistic* Academic Advising based on accurate and current requirements of various curricula and that takes into account the educational, career, and personal concerns of the student.

- Assist students in *transitioning* to senior colleges by adhering carefully to *articulation* requirements and by offering such programs as transfer workshops, senior college representative visitations, and ***college day*** events.

- Monitor students who drop courses or withdraw from college so that we can provide individual counseling to those on academic probation and thus help these students avoid academic suspension.

- Through our *liaison* arrangements with academic faculty, offer a counseling component to the LTL-10 course required of probationary students.

- Supplement OCD-01 with *Gateway to Success* workshops and audio-video media in the *Learning Center* designed to help students strengthen their study habits, study skills, and time-management plans.

- Supplement OCD-01 with assignments to access the *Internet* and help students locate *websites* that will provide exercises on how to strengthen their study habits, study skills, and time-management plans.

- **Add your own or modify any of the above statements of *Educational Objectives*:**

OUTCOMES - STUDENT COMPETENCIES

A. *Planning Skills*

Each student will be able to:

- Access and attend an on-line OCD-01 course for distance-learning purposes.
- Develop and implement an *Individual Educational Plan (IEP)* that includes core courses, required courses, specialization courses, and elective courses of a declared major, consistent with the student's measured personality style orientations, interests, abilities, and values. The *IEP* should extend to five or six-semesters commensurate to the student's projected stay at BCC.
- Describe pre-requisites, co-requisites for core courses, required courses, specialization courses, and elective courses for each semester of registration in college.
- Evaluate current educational program to determine success in meeting educational goals bearing in mind that he or she can change his or her curriculum based on a review of his or her college work.
- Evaluate current program and use the computer program (**TPPS**) in reviewing the articulation requirements for transfer to senior college of choice.
- **Add your own or modify any of the above *Planning Skills* competencies:**

B. *Coping Skills*

Each student will be able to:

- Determine, by using the interactive computer ***SUCCESS*** programs, whether his or her current cumulative or degree GPA meets the standards required to avoid academic probation or academic suspension.
- Drop *officially* from courses if the grade(s) in question will jeopardize his or her academic status and lead to academic probation and/or academic suspension.
- Appeal for a change of grades if there is a justifiable reason and a show of improvement to warrant a favorable verdict.

- Ask counselors for individual help or enroll in LTL-10 course if he or she has placed himself or herself on academic probation and/or is in danger of academic suspension.

- **Add your own or modify any of the above *Coping Skills* competencies:**

C. *Study Habits and Study Skills*

Each student will be able to:

- Prioritize demands/tasks between work and classes.

- Discuss organization of one's time and energy to get things done.

- Discuss how to prepare for different types of test.

- Attend the *Gateway to Success* workshops, use the audio-video resources in the *Learning Center or* access the Internet - to improve study habits, study skills, and time management.

- **Add your own or modify any of the above *Study Habits* and *Study Skills* competencies:**

STUDENT DEVELOPMENT GOALS, OBJECTIVES AND COMPETENCIES IN THREE DOMAINS

Career/Occupational Domain

GOAL: All students in Bronx Community College will acquire and demonstrate competencies in planning and preparing for a career that relates to their career/occupational goals and objectives and to their assessed aptitudes, values, interests and personality style orientations.

OBJECTIVES:

- Teach OCD-11 course in which students will have an opportunity to learn career development competencies and to develop a CAREER PLAN.
- Create an *on-line* OCD-11 course for distance learning of students who cannot physically attend the class sessions.
- Provide a wider variety of tools, such as the *Internet* and other *on-line services* that can be used for career decisions, assessment of skills, and career planning.
- Offer seminars on job and job-seeking skills such as job search resume writing, on-the -job skills, interviewing, etc.
- Provide labor market information for students, counselors, and faculty.
- Make available in the Career Center the labor market information by dedicating a computer on which to set up such data.
- Provide career information fairs, twice a year, where businesses are invited to share information about jobs in their companies.
- Establish an automated job matching system.
- **Add your own or modify any of the above *Career/Occupational Objectives:***

OUTCOMES - STUDENT COMPETENCIES:

A. *Knowledge of Personal Characteristics:*

Each student will be able, preferably through the use of the *Internet*, to:

- Attend an *on-line* OCD-11 course for distance-learning purposes.
- Select and enroll in a curriculum that matches assessed career-related personality orientation, interests, abilities, and values.
- Develop and implement an *Success Management Portfolio* (*SMP*) that includes: Self-Assessment with regard to declared major, a Chart that demonstrates decision-making steps taken and Occupational Outlook Handbook sections that relate to the student's chosen occupation.
- **Add your own or modify any of the above *Knowledge of Personal Characteristics* competencies:**

Knowledge of the World of Work

Each student will be able, preferably through the of the *Internet*, to:

- Identify occupations that relate to personal personality orientation, interests, abilities, and values.
- Identify the skills, knowledge, and training required for a chosen occupation.
- Identify school subjects that help develop skills, knowledge, and training needed in a specific job.
- Identify and describe various ways of entering the world of work.
- **Add your own or modify any of the above *Knowledge of the World of Work* competencies**:

C. *Decision Making and Planning*

Each student will be able, preferably through the use of the *Internet*, to:

- Explore a wide range of careers as these careers reflect personality orientation, interests, abilities, and values.
- Use planning and decision-making steps in reaching career goals.

- Make tentative occupational choices in terms of personality orientation, interests, abilities, and values.

- Add your own or modify any of the above *Decision Making and Planing* competencies:

D. *Finding and Keeping Employment*

Each student will be able, preferably through the use of the *Internet*, to:

- Demonstrate accurate resume completion.

- Demonstrate competence in correctly completing a work application.

- Demonstrate skills, attitudes, and behaviors important for a job interview.

- Demonstrate the ability to apply basic skills in a work setting.

- Demonstrate basic entry-level skills related to finding and keeping employment.

- Demonstrate responsible behavior appropriate for a particular work setting.

- **Add your own or modify any of above *Finding and Keeping Employment Competencies:***

STUDENT DEVELOPMENT GOALS, OBJECTIVES AND COMPETENCIES IN THREE DOMAINS

Personal and Social Domain

GOAL: All students in Bronx Community College will acquire and demonstrate competencies in resolving personal concerns that often limit full participation in academic life; competencies in coping with stress; competencies in developing strengths to meet future challenges and opportunities; and , competencies in building healthy relationships and interpersonal skills.

OBJECTIVES:

- Provide personal or group counseling services to students whose personal life issues interfere with their academic success.
- Implement a system that assists students in acute emotional distress, including an intervention plan for students in personal crisis who require immediate attention.
- Develop and enforce a clear policy for situations when a student is a potential danger to self or others.
- Take a leadership role in creating and participating in campus-wide crisis intervention teams.
- Maintain up-to-date information on community resources and agencies where students can be referred for appropriate services as needed.
- Use of on-line services for student's self-assessment and use of websites that provide exercises on how to cope with personal and social problems.
- **Add your own or modify any of the above *Personal-Social Objectives:***

OUTCOMES - STUDENT COMPETENCIES:

A. Self-Knowledge

Each student will be able to:

- Identify his or her personal strengths, resourcefulness, initiative, and determination to succeed in college.

- Identify his or her *self-defeating* tendencies (if any) that get in the way of a successful college career.
- Identify the tendency to *blame others* instead of taking personal responsibility for one's conduct.
- Access the Internet to use self-assessment surveys.
- **Add your own or modify any of the above *Self-knowledge competencies:***

B. Coping Skills

Each student will be able to:

- Use alternative behaviors in dealing with stress and anger.
- Strike a balance between personal needs and needs of family and friends.
- Ask from counselors or psychological services professional help in dealing with personal or family problems.
- Enjoy constructive use of leisure time.
- Access the Internet to use exercises in coping skills.
- **Add your own or modify any of the above *Coping Skills competencies*:**

C. *Interpersonal Skills*

Each student will be able to:

- Use courteous and respectful styles of communication with instructors and classmates.
- Use classroom behaviors that show responsibility and respect for classmates and instructors.
- Follow rules, accept direction, and take responsibility for one□s conduct in class and outside of class..

- Use *assertive* and *negotiating* skills in resolving conflict with instructors and classmates.
- Access the Internet to use exercises in interpersonal skills.
- **Add your own or modify any of the above *Interpersonal Skills competencies*:**

APPENDIX B

GOVERNANCE STRUCTURE SURVEY
Department of Student Development
Bronx Community College of
The City University of New York

The purpose of this survey is to get a consensus from current personnel as to what they consider to be the needed *structure* that will ensure the effective delivery of services to students at Bronx Community College. The outcome of the survey will be documented and incorporated into *Counseling Faculty Handbook.*

Please select which of the following *functions* are the **core elements** of a counseling service at Bronx Community College. Place checkmarks into the boxes, which precede each role description, to indicate your choice(s). Please note that space is provided at the end of each section for you to make detailed comments or to write in additional role functions.

We do not ask for your name. Your answers will be completely anonymous and therefore, remain confidential. **Please return the completed survey to *Nelson Reynoso, Loew Hall, and Room 419.***

NELSON REYNOSO
Director of Counseling

Academic Counseling

Check off what you consider is/are the core academic counseling role function(s) at BCC.

- ❑ Counseling services should include assessment of students' academic abilities, disabilities, strengths and weaknesses; help in clarifying academic goals and selecting a major; education planning for transfer, associate degrees and certificate programs; referral to other support services when indicated; intervention when students' academic performance is at risk; and follow-up (e.g. ac academic mentoring, early alert processes, and probation counseling).

- ❑ Counseling faculty should ensure that their knowledge of the nature and requirements of the various disciplines offered at their college is accurate and current by establishing strong links with academic departments, in order to effectively provide educational planning services for transfer, associate degree and certificate programs.

- ❑ Counseling services should include assisting students in transitioning to college through pre-enrollment advising before their freshman registration at BCC.

- ❑ Counseling services should include assisting students in transitioning to senior colleges through such programs as transfer workshops, university application workshops, university representative visitations and "college day" events. These transfer services should be offered through regular counseling departmental activities as well as through transfer centers. It is important that transfer counseling be an integral part of the counseling program services and not relegated solely to a transfer center on each college campus.

- ❑ BCC's Counseling Unit should work closely with articulation officers to ensure that their college's articulation reflects the needs of students. BCC's Counseling Unit should ensure that articulation officers are given enough release time to perform their function. Counseling faculty should have ready access to accurate up-to-date articulation agreements established between their college and neighboring four-year colleges and universities.

- ❑ Counseling faculty should stay current on transfer requirements, including admission, general education, and major requirements, for the senior colleges in their region. Counseling faculty should regularly attend transfer conferences and workshops.

- ❑ BCC's Counseling Unit should work closely with the college's matriculation program, especially in the areas of assessment interpretation, application of multiple measures, orientation program development, academic counseling and advising services and follow-up.

- ❑ Counseling faculty should assist students through the processes of pre- and co-requisite implementation, transcript evaluation and general education transfer certification.

- ❑ BCC's Counseling Unit should develop curriculum and offer courses and workshops that teach the skills needed for academic success.

- ❑ ***Add your own or modify any of the above academic counseling role function(s):***

Career Counseling

Check off what you consider is/are the core career counseling role function(s) at BCC.

- ❑ Counseling faculty should teach the career development process and its importance in setting and achieving academic and life goals.

- ❑ The career development process should be taught as holistic and lifelong. Counseling faculty should assist students in examining their lives as a whole--values, interests, aptitudes, and life circumstances. Students should be made aware that career skills learned now, such as career search and decision-making methods, may be useful throughout a lifetime.

- ❑ Career counseling services should be delivered in a variety of ways, including individual and group counseling, workshops, and college courses.

- ❑ Career counseling services should include assisting students in clarifying career goals through intake interviews and administration and interpretation of career assessment instruments; instruction in career exploration using the latest technology and methods; and instruction in career goal setting and decision making.

- ❑ BCC's Counseling Unit should provide a career center that houses up-to-date information on career research, labor market, educational programs, and all aspects of the career development process. Technical assistance should also be available to help students access this information.

- ❑ Career counseling services should include assistance with job placement and the job search process, including instruction in resume preparation and interviewing skills.

- ❑ Career counseling services should reach out to undeclared students and assist them in setting academic and career goals.

- ❑ Counseling faculty should serve on the College's Curriculum Committee for the purpose of keeping academic departments abreast of current local labor market trends and employment demands.

- BCC's Counseling Unit should establish liaison relationships with other career-related programs, such as regional occupational programs, work experience programs, and private business firms.

- ***Add your own or modify any of the above career counseling role function(s):***

- **Personal Counseling**

Check off what you consider is/are the core personal counseling role function(s) at BCC.

- Personal counseling services should be available to students whose personal life issues interfere with their academic success. These should include, but need not be limited to: individual and group counseling, crisis intervention, support groups, and courses or workshops on personal life issues (e.g., self-esteem, stress management, and substance abuse prevention). While all counseling faculty should be prepared to provide these services, referrals to other mental health professionals should be made for more severe problems.

- BCC's Counseling Unit should develop curriculum and offer courses and workshops that encourage the holistic development of the student as a functioning member of society (e.g. courses in personal development and life-coping skills).

- BCC's Counseling Unit should maintain up-to-date information on community resources and should refer students to appropriate services as needed.

- ***Add your own or modify any of the above personal counseling role function(s):***

Crisis Intervention

Checks off what you consider is/are the core crisis intervention role function(s) of counseling at BCC.

- As part of their mission to provide personal counseling, programs should have a system that assists students in acute emotional distress, including an intervention plan for students in personal crisis who require immediate attention.

- For situations when a student is a potential danger to self or others, BCC's Counseling Unit should have a clear policy of who has authority to make such determinations, and specific procedures to be followed.

- BCC's Counseling Unit should work closely with administration and outside agencies to ensure that the needs of students in crisis are met and that personnel appropriate to such situations are available.

- BCC's Counseling Unit should take a leadership role in creating and participating in campus-wide crisis intervention teams.

- BCC's Counseling Unit should be familiar with community disaster plans, and be prepared to assist students in the event of a disaster on campus.

- ***Add your own or modify any of the above crisis intervention role function(s):***

Multicultural Counseling

Check off what you consider is/are the core multi-cultural counseling role function(s) at BCC.

- Counseling faculty should become aware of how their own cultural backgrounds and experiences may influence their attitudes, values and biases about students' psychological processes.

- Counseling faculty should develop knowledge about how oppression, discrimination, and stereotyping affect them personally and influence their work; and how these problems impinge upon the lives of their students.

- Counseling faculty should acquire specific knowledge about the characteristics of the groups with which they work. They should develop an understanding of how race, culture, ethnicity, gender, sexual orientation, age, socioeconomic status and the like affect personality formation, career choices, learning styles, help-seeking behavior, and the appropriateness of counseling approaches.

- Counseling faculty should actively seek out educational and life experiences that enrich their cross-cultural knowledge, understanding, and skills in order to provide more effective counseling.

- ***Add your own or modify any of the above multi-cultural counseling role function(s):***

Outreach

Check off if you consider what follows to be a core outreach function of a counseling program at BCC.

- ❑ BCC's Counseling Unit should make a special effort to reach out to potential students, and to students who may otherwise not avail themselves of needed services, or who might be better served by nontraditional methods. Such outreach should respond to the diversity of race, culture, ethnicity, and sexual orientation among students and to any groups in need that could be identified. In particular, students from cultural backgrounds different from the majority of the student body should be sought out, as should undeclared, basic skills, and probationary students.

- ❑ Students with disabilities should be assisted in making arrangements, which will allow them to enjoy full access to the educational opportunities of Bronx Community College. Such services should include, but are not limited to taping of textbooks, assistive technology, scribes, readers and/or and alternative testing.

- ❑ ***Add your own or modify any of the above outreach functions:***

Consultation and Advocacy

Check off what you consider is/are the consultation and advocacy role(s) of counselors at BCC.

- ❑ Consultation regarding students should be provided as needed to other faculty and other appropriate campus staff, within the limits of confidentiality.

- ❑ Consultation with parents, spouses, and agencies that bear some responsibility for particular students should be provided within the limits of confidentiality.

- ❑ BCC's Counseling Unit should play an active role in interpreting and advocating the needs of students to administrators, faculty, and staff. Such advocacy should include, but not be limited to curriculum, academic policies and practices, and student rights and responsibilities. Counseling faculty should participate actively in the college's governance processes to carry out such advocacy.

- BCC's Counseling Unit should provide leadership in articulation and curriculum development through consultation with other faculty.

- ***Add your own or modify any of the above consultation and advocacy role(s) of counselors at BCC:***

Program Review and Research

Check off what you consider is/are the essential element(s) of a research and review component of the counseling program at BCC.

- BCC's Counseling Unit should undergo regularly scheduled reviews. Each review should be performed a minimum of once per accreditation cycle, and should be linked to the college program review process.

- Data for the review process should be gathered from students, faculty, classified staff and administration. At a minimum, data should include numbers of students served per year; types of services delivered and perceived quality of services; timeliness of student access to counseling; counseling curriculum; counseling faculty participation in campus decision making; and clarity and accuracy of counseling information.

- Assistance in determining the appropriate methods for collecting, compiling and analyzing the data should be sought from campus research professionals.

- After being collected and analyzed, counseling program data should be reviewed by all counseling personnel.

- Counseling program strengths and weaknesses should be documented. A plan for program improvements to address weaknesses should be developed.

- Plans should be reviewed annually to encourage progress toward program goals.

- Other research, whether to improve local programs or to further the goals of the profession, should be encouraged and supported.

- ***Add your own or modify any of the above essential elements of a Research & Review component of the counseling program at BCC:***

Training and Professional Development

Checks off what you consider is/are the essential element(s) of a training and professional development program BCC.

- Counseling faculty and BCC's Counseling Unit share a responsibility to provide competent academic, career, personal, and crisis intervention counseling services to students. Therefore, programs should require a minimum of twenty hours per year of professional development activity, by all counseling faculty; and should encourage further professional development beyond that minimum.

- The counseling program should assess its counseling faculty's knowledge and skills in the core functions, particularly academic, career, personal counseling and crisis intervention, as well as in multicultural awareness. The program should provide opportunities to enhance knowledge and skills in each of those areas that need strengthening.

- BCC's Counseling Unit should provide formal orientation and training for all new counseling faculty, full or part-time, temporary or permanent, to ensure that they possess the essential knowledge to perform their jobs.

- If a counseling program utilizes paraprofessionals. it should follow the guidelines:

  First, that the competencies expected of paraprofessional be defined explicitly, with the full participation of the counseling faculty; second, that paraprofessionals need to be trained and supervised carefully with full participation of the counseling staff; and last that paraprofessionals not be expected to perform tasks beyond their qualifications [ACA Code of Ethics and Standards of Practice].

- If a counseling program accepts graduate interns, they should be provided training and close supervision during their internship to ensure quality service to students. Interns should be closely screened to determine their knowledge and readiness before they see students outside the presence of a counseling faculty member.

- If a counseling program utilizes student workers, the same precautions listed in above cited paragraph should apply to an even greater degree. Students should be selected carefully, provided intensive training as to their role and limitations, and continuously supervised.

- When we utilize interns, paraprofessionals, or student workers in the delivery of services, all staff should wear identification or otherwise indicate their positions, in order to avoid confusion on the part of students.

- When the College uses instructor advisors, BCC's Counseling Unit should provide training and maintain a close linkage with these faculty members in order to assure a high quality in information dissemination to students, and to clarify the differing roles of counseling and advising.

- ❑ BCC's Counseling Unit should offer training and development opportunities for all office staff members, to improve their skills and knowledge in providing quality services to students.

- ❑ All faculty and staff, including interns, student workers, and paraprofessionals, should receive training about confidentiality and the proper maintenance of records.

- ❑ BCC's Counseling Unit should offer inservice training to the larger college community where the expertise of the department would be useful.

- ❑ ***Add your own or modify any of the above essential elements of a Training and Professional Development component of the counseling program at BCC:***

Organization and Administration

Check off what you consider is/are the essential element(s) in the organization and administration of counseling services at BCC.

- ❑ Specific responsibilities of BCC's Counseling Unit should be clearly delineated, published, and disseminated to the entire college community

- ❑ Counseling services should be defined and structured primarily by the counseling faculty who provide these services, to ensure that those who are most knowledgeable about these issues will have the major role in making decisions that directly affect service delivery to students.

- ❑ Counseling program services should be organized in a way that provides for the direct and ongoing interaction of counseling faculty with other faculty, staff, and administrators.

- ❑ Counseling services should be scheduled and funded adequately in order to accommodate the needs of students, including evening and weekend students. Services should also be scheduled to meet fluctuations in student demand. Accommodation should be made; however, to allow counseling faculty to participate in staff development activities offered to other faculty and staff.

- ❑ Counseling sessions should be of appropriate length to allow students to fully discuss plans, programs, courses, academic progress, and other subjects related to their educational progress.

- ❑ Counseling services should be delivered by a variety of methods, including individual sessions, group sessions, workshops, and curriculum.

- Adequate and equitable resources should be made available to BCC's Counseling Unit in order to implement quality services.

- ***Add your own or modify any of the above essential elements in the organization and administration of counseling services at BCC:***

Human Resources

Check off what you consider is/are the essential element(s) in providing adequate human resources for the counseling services at BCC.

- BCC should hire an adequate number of counseling faculty who are trained to handle the wide variety of concerns that affect community college students; as well as sufficient support staff to operate the program efficiently.

- Sufficient counseling faculty should be available to meet student needs. Students should have access to non-emergency counseling services within one week of requesting such services. In addition, students should have access for brief questions within one day.

- In concert with other appropriate campus personnel, counseling faculty trained in crisis management should be available to respond to crisis situations within one hour.

- BCC's Counseling Program should, whenever possible, ensure that the counseling faculty reflect the cultural and ethnic diversity of the local community. Whenever possible, counseling faculty and classified staff should be available who speak the major languages of local immigrant populations.

- There should be sufficient numbers of full time counseling faculty to allow for active counseling faculty participation in college governance, as well as in professional development activities, without disruption of a program's services to students.

- There should be standardized and consistent hiring and training for all counseling faculty, regardless of full or part-time status or specific program (e.g. CD, COPE, etc.). This training should include familiarization of all counseling faculty with all programs and services, issues of student equity, and specific campus populations.

- Sufficient support staff should be available to maintain student records, organize resource materials, receive students, make appointments, and handle other operational needs. Technical and computer support staff should be available for research, data collection, systems development, and maintenance of electronic equipment and software.

- ***Add your own or modify any of the above essential element(s) in providing adequate human resources for the counseling services at BCC:***

Physical Facilities

Check off what you consider is/are the essential element(s) in providing adequate physical facilities for the counseling services at BCC.

- Counseling services should be readily accessible and visible to all students, including those who are physically challenged.

- Each full-time faculty member should be provided with a soundproofed office, in order to assure student confidentiality. Part-time counseling faculty should be allowed use of soundproofed offices when they are counseling students. Each office should have a telephone with messaging capabilities, a computer with access to student records and other pertinent information, and secure file storage. Overall, offices should create an inviting environment for students and a safe and functional work site for counselors.

- Counseling services should have up-to-date computers, copiers, and other equipment to support record keeping, research, and publication activities. Technical resources for media presentations should also be available.

- The reception area should provide a welcoming waiting area for students.

- Student records should be maintained in a secure environment to ensure confidentiality.

- Where district demographics warrant, information and assistance should be available, by phone and in print, in languages other than English.

- The counseling area should have information resources that include appropriate professional journals and books.

- A collection of current occupational and career information should be readily accessible to counseling personnel and students.

- An area suitable for individual and group testing should be available. This space allocated should be soundproofed to eliminate noise distractions.

- The counseling service should maintain, or have ready access to, space suitable for group counseling sessions and staff meetings.

- A written disaster plan should be displayed, outlining procedures for emergency evacuations for both crime and natural disasters. A personal security system should be in place where police can be notified immediately in case of emergencies.

- New parking spaces should be allocated to other buildings now sharing the parking space of *Student Development* personnel. This action will relieve parking-space congestion and allow *Student Development* personnel to park their cars at the perimeter *immediately* surrounding Loew Hall and at staggered time- schedules made to accommodate students' varied class schedules.

- ***Add your own or modify any of the above essential element(s) in providing adequate physical facilities for the counseling services at BCC:***

- **New Technologies**

Check off what you consider is/are the essential element(s) in utilizing new technologies for the counseling services at BCC.

- It is important that counseling faculty take advantage of new technologies in doing their jobs. Counseling is by nature an interpersonal activity rather than an interaction between human and machine. While computers will never replace the skills of a counseling professional, nevertheless, computers have the capacity to dramatically improve access and accuracy in the delivery of information. A counseling unit that does not take advantage of emerging technologies will eventually be unable to meet the needs or expectations of students. Therefore, counseling faculty need to take the initiative to develop technology use plans that add to the counseling relationship, rather than detract from it. Counseling faculty should neither simply resist nor blindly accept technology use plans imposed upon them.

- BCC's Counseling Unit should select only those technologies that enhance the delivery of services to students. Electronic access to student educational plans, articulation information, transcripts, petitions and the like should be encouraged.

- BCC's Counseling Unit should use technologies to enhance communication (e-mail) within the counseling department, as well as to the college and to the community.

- BCC's Counseling Unit should use technologies to document accurately and efficiently the student use of services.

- Counseling technology plans should be developed with significant input from users of the plans--counseling faculty and personnel, counseling administrators, and students--in addition to technology experts.

- Counseling technology plans should be closely integrated with college technology plans.

- There should be adequate technical support services for maintenance of current technologies and installation of new technologies.

- Policies and procedures to maximize technology use and access, while ensuring safety of records and appropriate confidentiality, should be developed and implemented.

- As programs begin to include greater use of technologies, adequate time and training for personnel to learn and maintain skills in using these technologies should be provided.

- Many of the new technologies give college information directly to students (e.g. web home pages, kiosks). To prevent confusion and misinformation, counseling faculty should be involved in ensuring that the information provided is accurate and up-to-date.

- All students should have access to counseling faculty when they need counseling, rather than mere information. Access to technology should not replace access to counseling.

- ***Add your own or modify any of the above essential element(s) in utilizing new technologies for the counseling services at BCC:***

Review of Standards

Check off to confirm* Review of Standards *resolution.

- Although these standards should stand for a number of years, they should be revisited periodically to address new developments in the field.

- ***Add your own or modify the above Review of Standards resolution:***